

4

WHAT ARE LIVING AND NON-LIVING THINGS?

Learning objectives

By the end of this unit, your pupils will have achieved a greater understanding of the following concepts:

- the differences between living and non-living things
- the life cycle of living things
- what living things need to survive

Competencies

This unit covers the following competencies:

- Sci C1: Digital competency 
- Sci C2: Scientific thinking competency 
- Sci C3: Problem-solving competency 
- Sci C4: Competency in self-awareness and empathy 
- Sci C5: Competency in preservation of natural and cultural heritage 
- Sci C6: Competency in environmental sustainability 
- Sci C7: Competency in historical awareness 

Key vocabulary

Stages of life: born, die, grow, reproduce

Human stages of life: adult, baby, boy, girl, old

What we need to live: air, food, water

Non-living things: ball, chair, cloud, rock, sand, sun

Cambridge English Qualifications practice

You will find **Pre A1 Starters** activity types in the following exercises:

Pupil's Book, Page 90, Activity 2 – Reading and Writing Part 5

Activity Book, Page 22, Activity 6 – Reading and Writing Part 4

Activity Book, Page 23, Activity 9 – Reading and Writing Part 1

Activity Book, Page 23, Activity 10 – Reading and Writing Part 4

Activity Book, Page 25, Activity 14 – Reading and Writing Part 5

Throughout this unit, you will find the following **Pre A1 Starters** vocabulary:

angry, animal, baby, ball, boy, can, chair, classroom, do, girl, fish, food, fun, garden, go, happy, know, listen, live, look, make, meat, old, people, person, photo, sad, sand, see, sun, thing, tree, try, water





Digital Resources on Cambridge One

- Song: *I'm alive*
- Chant: *Is it living?*
- Video documentary: *Living and non-living things*
- Presentation Plus with interactive activities
- Practice Extra with interactive activities
- Test Generator
- Resource Bank:
 - Flashcards: 37–50
- *Our Project* content: Posters 1–3, Project Worksheets 1–3, Project Assessment Grids 1–3, self- and peer-assessments
- Worksheets for revision
- Concept map
- Letter to parents
- Practice Extra answer keys
- Oracy talking points worksheet and cue cards
- Programaciones
- Downloadable class audios and videos

Materials needed for *Hands on*

- pictures of animals, poster paper
- notebooks / paper, photos of pupils as babies at age 3 / 4

Materials needed for *Experiment*

- seeds to plant (e.g. pea, bean, sunflower, etc.), a plastic container, an artificial flower, soil

Materials needed for other activities

- decorations (glitter, beads), doll, glue, plastic bottle with lid, plastic flower, soft-toy animal

Experiment

The Experiment provides pupils with the opportunity to see the difference between a living and non-living thing. They will use a control plant, alongside an artificial flower, to see how one grows and develops, while the other remains the same.

Mindful time

Each unit has a Mindful time feature that encourages pupils to relate learning to their feelings and emotions, their relationships with classmates, and their well-being.

In this unit, pupils learn to be aware of the different sensations things around them can create.

Objective:

The opening spread will raise pupils' awareness of the differences between living and non-living things.

Key vocabulary

alive, coconut, living things, non-living things



Warm up

Show pupils a plastic flower, a soft-toy animal and a doll. Ask *Are they alive? How do you know? Are you alive? How do you know?* Tell them that we can classify the things in our world as living and non-living, and that they will learn about this in this unit.

Main concepts

- Sing the song *I'm alive*. Encourage pupils to create actions for the song.
- Elicit the key ideas about life in the song: breathing, moving, growing, eating and drinking, and ask *Do you breathe? Do you move? Are you growing? Are you taller now than when you were a baby? Do you drink and eat every day?*
- Look at the opening spread. Ask pupils what they can see. Encourage them to use the structure *I can see ...* Look at the questions on the page and encourage pupils to discuss their thoughts. Ask *Why is it important for us to eat?*

Living things breathe, move, grow, eat, drink, use energy, adapt and reproduce. Non-living things do none of these things.

I can see two coconuts, a pear and some orange juice.



Mindful time

This Mindful time activity can be done in the playground or in the classroom. In the classroom, pupils should be conscious of the temperature of the room and the feel of the objects around them. They should touch different surfaces: a table, a wall, the floor, etc. and describe how it feels. In the playground, pupils should be conscious of the weather and the sounds around them. Can they feel the wind in their hair / the sun on their faces, etc?



Yes, they are.

Song
I'm alive

Are coconuts living things?

What is Little Linnaeus doing?

What is Little Pasteur doing?

DOCUMENTARY
Living and non-living things

45

He's acting.

He's eating and drinking.

Learn more

Tell pupils you will say *Living* or *Non-living* and they should touch something in the classroom. They have to touch something or someone different every time.

Song

The song explains what humans, plants and animals do that makes them living things, e.g. breathing, moving, eating and drinking, and growing.

Documentary

The documentary provides further clarification of what makes a living thing, and the differences between living and non-living things.

Objective:

Pupils will learn that plants are living things, what plants need and their life cycle.

Key vocabulary

air, born, die, food, grow, plant, reproduce, sunflower, water



Warm up

Say *Let's be a sunflower*. Mime a sunflower opening to the sun and then moving with the wind. Ask pupils to copy.

Main concepts

- Ask *Do plants live forever?* Clarify as necessary and elicit that plants have a life cycle. Read the life cycle with pupils or play the audio and have them listen and read, pointing to the correct picture as they listen.
- Ask pupils if they know what plants need to live. Get them to point out the words and images on the page: *food, water, air*.

Learn more

- Read the Fun Fact. Ask *Do people use sunlight to make their food?* (We need sunlight because plants need sunlight. Without it, we can't grow crops to eat.)
- Ask pupils to colour the sunflower.

food, water and air

WHAT DO PLANTS NEED?

Colour the sunflower.

Plants

Find out

1 Plants are born.

2 Plants grow.

3 Plants reproduce.

4 Plants die.

Plants are living things

FOOD WATER AIR

FUN FACT
Plants use sunlight to make their own food.

What do plants need?

46

Objective:

Pupils will make a prediction about any differences between a real and an artificial plant.

Key vocabulary

born, die, grow, reproduce



Warm up

Sing *I'm alive* with actions.

Main concepts

- Say *Let's make a crazy garden!* In small groups, guide pupils through the steps. Each group should have a control plant and an artificial flower.
- Get them to form hypotheses by asking *Are the plants in the container different? Will the plastic flower grow? Will the control plant grow?* Display the questions and pupils' ideas in a chart to refer back to.
- Tell pupils that trees can live for a very long time and display pictures of some of them e.g. Methuselah, over 4,800 years old!

Learn more

- Read *My dictionary* as a class. Ask pupils to find the sticker and trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.

Experiment

Try it out

Let's make a crazy garden!

1 Plants! Plant a seed. Let it grow. This is the control plant.



2 In the same plastic container, plant a plastic flower next to the control plant.



Observe!
What do you think will happen?



What have I learnt?

Plants are _____, they _____, _____ and _____.
Plants are living things.

MY DICTIONARY



born



grow



reproduce



die



Plants are born, they grow, reproduce and die.
Plants are living things.

For next lesson ...
pictures of baby animals

Objective:

Pupils will understand that animals are living things too, what they need to live and their life cycles.

Key vocabulary

air, animal, baby, born, die, eat, food, gorillas, grow, herbivores, meat, need, reproduce, salad, water



Warm up

Ask *Do animals have families?* Ask for examples, e.g. dogs have *puppies*, etc. Pupils may have a puppy or kitten, or other pet, at home. Encourage them to talk about them.

Main concepts

- Look at and read the animal life cycle with pupils or play the audio, and have them point to each stage.
- Ask *What do animals need to live?*
- Say *How many baby animals can you see?* Get pupils to circle them.
- Read the Fun Fact. Explain as necessary.
- Point out and read the hidden feature instruction. Pupils find the kitten.

Learn more

Play the game: *Who is my mum / dad?* Show pupils pictures of baby animals and ask them to guess which animal it is.

WHAT DO ANIMALS NEED?

How many baby animals can you see? Circle.

Animals
Animals are living things.

Animals die.

Animals reproduce.

Animals grow.

Animals are born.

FOOD

WATER

AIR

FUN FACT
Gorillas are herbivores. They don't eat meat.

I want a salad!

Find the kitten hidden in the unit!

three: two baby gorillas, one puppy

food, water and air

Find out

48

The kitten is on page 46, behind the title.

Pupils' own answers

Objective:

Pupils will reflect on and consolidate their knowledge of what animals need to live.

Key vocabulary

air, food, living things, water



Warm up

Play *Hangman* with baby animal names, e.g. kitten.

Main concepts

- Books closed. Show pupils the box and ask *What's in the box? – Animals!* Give clues such as: *It's a living thing. It needs air, water and food.*
- Say *Let's make an animal poster!* Go through the instructions with the class. Pupils complete the task in groups.
- Ask *Do animals need the same as plants?* Get them to check by looking at page 46.

Learn more

- Read *My dictionary* as a class. Ask pupils to find the sticker and trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.
- Pupils find out which animals live the longest. They share their findings in the next lesson.

Hands On...



1 Animals! Let's make an animal poster.



2 Draw the things animals need. Make a poster and show it to other groups!



Do animals need the same things as plants?

What have I learnt?

Animals need _____, _____ and _____.
Animals are _____.

Animals need food, water and air. Animals are living things.



Try it out

MY DICTIONARY



Objective:

Pupils will understand that people are living things, what people need to live and their life cycle.

Key vocabulary

air, baby, born, boy, food, get old, girl, grow, need, people, person, reproduce, second, water, world



Warm up

Say *Are you alive?* – *Yes!* *Are you a living or non-living thing?* – *Living!* Sing *I'm alive!* and do the actions.

Main concepts

- Read or listen to the three stages of life with pupils. Check comprehension *What happens when we grow?* – *We get bigger / older, etc.*
- Ask pupils to think about the life cycles of plants, animals and people and what they need to live. *Are they the same or different?* You could ask pupils to look back in the unit to check. Elicit *They are the same because they are all living things.*
- Ask pupils to circle the oldest person on the page. Then read the Fun Fact together.

Learn more

Ask pupils what else people need to survive or live a long life, e.g. shelter, sleep, exercise.

We grow bigger and our bodies change shape.

HOW DO WE CHANGE?

Circle the oldest person on the page.

People

People are living things!

Find out

3 People reproduce and get old.

2 People grow.

1 People are born.

boy

girl

baby

FUN FACT

A baby is born in the world every three seconds.



What do we need to live?

FOOD



WATER



AIR



food, water and air

Objective:

Pupils will think about how they have grown from baby to child and imagine what they will be like as adults.

Key vocabulary

adult, baby, boy, future, girl, stage



Warm up

Ask pupils *What's the earliest memory you have?* Provide an example if necessary. Then ask *How are you different now?*

Main concepts

- In groups, allow pupils some time to show each other their photos.
- Ask *What will you look like when you are an adult?* Elicit answers and encourage imagination. Ask *What do you want to do when you are an adult?* Elicit answers and provide examples if necessary.
- As a class, read through the instructions. Pupils complete the task.
- Invite pupils to show and explain their table to the class.

Learn more

- Read *My dictionary* as a class. Ask pupils to find the sticker and trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.

Hands On...

The time of my life!

1 Make a table for the different stages of your life.



2 Add your photos. Draw yourself in the future. Do you look the same?



What have I learnt?

When you are born, you are a _____.
 You grow into a _____ or a _____.
 You keep growing and become an _____.

Draw your favourite toy now and in the future!
 Is it different?

Try it out

MY DICTIONARY



baby



boy



girl



adult

When you are born, you are a baby.
 You grow into a boy or a girl. You keep growing and become an adult.

For next lesson ...
 chalk

Objective:

Pupils will identify and explain the differences between living and non-living things.

Key vocabulary

ball, chair, cloud, grow, non-living, rock, sandcastle, sun



Warm up

Sing the chant *Is it living?*

Main concepts

- Blow a balloon up and say *A balloon grows. Is it living?* Elicit reasons why.
- Pupils look at the page and find non-living things. Read the two sentences and ask pupils to point at each object. Ask *How do we know these are non-living things?*
- Put pupils in groups. Ask each group to name one non-living thing in the classroom. Start a list on the board for each group. The group with the longest list is the winner.
- Do the Mindful time activity.

Learn more

Draw a chalk line on the floor. On one side write *living*, on the other *non-living*. Shout out the name of something living or non-living. Pupils jump to the correct side. If they are wrong, they are out. The last one in is the winner.

Non-living things are not alive. They can't move, grow, breathe, eat, reproduce or adjust to their environment.

Accept all suitable answers.

WHAT ARE NON-LIVING THINGS?

What non-living things can you see in your classroom?

The sun, clouds and rocks are non-living things.

A chair, a sandcastle and a ball are non-living things.

Objective:

Pupils will observe the garden from stage 1 of the *Experiment* (Pupil's Book, page 47) and arrive at a conclusion.

Key vocabulary

chairs, clouds, non-living things, rocks



Warm up

Use the plastic flower, soft toy and doll to review the differences between living and non-living things.

Main concepts

- As a class, go through the questions 1–3. Then ask pupils to examine their crazy gardens and circle the correct answer.
- Pupils should then think about the final speech bubble question. Ask for ideas from the class and discuss any differences in opinion.
- Invite pupils to present their group's container and to explain the differences between the control plant and the plastic flower.

Learn more

- Read *My dictionary* as a class. Ask pupils to find the sticker and trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.

Try it out

Circle the correct answer.

Let's look at the crazy garden!

<p>1 Are the plants in the container different?</p>	<input type="radio"/> Yes	<input type="radio"/> No
<p>2 Does the plastic flower grow?</p>	<input type="radio"/> Yes	<input type="radio"/> No
<p>3 Does the control plant grow?</p>	<input type="radio"/> Yes	<input type="radio"/> No

Which one is a living thing? Why?

What have I learnt?

There are many _____ things.
 Chairs, _____ and _____ are non-living things.

MY DICTIONARY

non-living things

chairs

clouds

rocks

There are many non-living things. Chairs, clouds and rocks are non-living things.

The control plant, because it needs air, water and food to live, and it grows.

Objective:

Pupils will think about their feelings and create a tool to help them calm down.

Key vocabulary

angry, beads, bottle, calm down, glitter, glue, noisy, sad, shake, top



Warm up

In pairs, ask pupils to tell each other about situations which make them feel angry, sad, happy, etc.

Main concepts

- Write *Calm down* on the board. Ask if anyone knows what it means. Elicit answers and clarify.
- Say *Let's make a calm down bottle*. Read through the instructions. Assist pupils in making their *calm down* bottles.
- Ask *What is the calm down bottle for? Why do we shake it?* Accept ideas and clarify. Then, look at Activity 2 together.

Learn more

- Ask pupils to think of situations in the past when they could have used their *calm down bottle*.
- Do the Mindful time activity.

Attitude is everything

1 Let's make a calm down bottle!

1 Get your materials ready.



2 Put glue in the bottle and paint.



3 Add glitter and beads.



4 Add water.



5 Put the top on.



6 Shake it!



... and breathe!

2 Use the calm down bottle to feel calm when ...

you are angry.



you are sad.



the classroom is noisy.



living things: fish, person, tree
 non-living things: rock, sand, window

Now I know

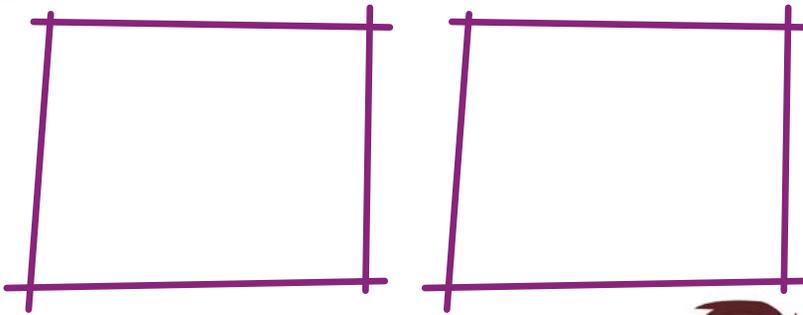
Assessment link
 Go to page 90 for more activities.

1 Classify the following things.



living things	non-living things
_____	_____
_____	_____
_____	_____

2 Listen and draw a living and non-living thing.



Chant
 Is it living?

I am Carl Linnaeus.
 I was a scientist and I gave names to groups of living things.



a sunflower and a rock

For next lesson ...
 poster paper, coloured pens or pencils

Objective:

Pupils will review the content of the unit and read about Carl Linnaeus.

Key vocabulary

fish, living, non-living, person, rock, sand, scientist, thing, tree, window



Warm up

Sing the unit chant and song with actions.

Main concepts

- Read the instructions for Activity 1. Check comprehension by asking a volunteer to explain. Pupils complete the task.
- Read the instructions for Activity 2. Check comprehension then play the audio twice, pausing as necessary. Pupils compare their drawings. Ask *What did you draw? – A sunflower and a rock.*
- Together, look at the portrait of Carl Linnaeus and read the information.

Learn more

- Use the internet to look for more information about Carl Linnaeus.
- Go to page 90 for more activities.
- Pupils can now put their fingerprint in the passport on page 5.

Objective:

Pupils will learn how to help abandoned pets.

Key vocabulary

help, need, pet



Warm up

Ask pupils if they have pets. As a class, discuss what responsibilities pet owners have.

Main concepts

- Point to each photo and ask what animals they are.
- Go through the questions as a class.
- Approach this topic with a positive attitude, saying that we can teach people to look after pets and we can help to take care of abandoned animals. The purpose of this activity is to teach pupils to be responsible, but not to cause worries in children.

Learn more

- Elicit from pupils what pets need (*love, food, water, a shelter, play / exercise, vet visits, etc.*).
- As a class, make a poster with drawings representing those needs (*a heart for love, a house for shelter, a ball for play, a stethoscope for vet, etc.*).

No, they aren't.

our Project 2

HELP A PET!

Are the pets happy?



What do they need?

How can we help them?



food, water, a home, love, etc.

We can adopt them and give them a home.

Objective:

Pupils will create a pet rescue group.

Materials

Poster 2, Worksheet 2, Competency Assessment Grid 2, internet access

Key vocabulary

leaflet, logo, rescue, shelter



Warm up

Ask pupils what they would do if they found a pet without a home.

Main concepts

- During Step 1, remind pupils of the importance of respecting other people's opinions.
- During Step 2, pupils will need help from you or an adult to research online and to make the leaflet using **Worksheet 2**.
- Encourage pupils to follow the animal shelters online and add photos of the pets who get a new home to **Poster 2**.

Learn more

Pupils research how they can help an adopted pet adjust to its new home.

Create a class pet rescue group.

Step 1: Plan

- 1 Choose a name for your pet rescue group.
- 2 Design a logo for the group.

Respect other people's opinions.



Step 2: Prepare

- 1 Research animal shelters online. Choose two pets you can help.
- 2 Use **Worksheet 2** to make leaflets. Write the rescue group name and draw a logo on the front page. Put the animals' names, pictures and information about them on the other pages.

Step 3: Present

- 1 Show your leaflet to the class.
- 2 Draw your rescue group logo on **Poster 2**.
- 3 Follow the animal shelters online.
- 4 Every time a pet gets a new home, put its picture in a frame on **Poster 2**.



UNIT 3 LET'S REVIEW PAGE 88

Find the right words answers

1 a Yes, it is.

b No, it isn't.

c No, it isn't.

2 a I haven't got a skeleton.

b I have got a skeleton.

Look back answers

1 a slither

b swim

c fly

d slither

e walk

f fly

2 **Fox:** orange

Bird: brown

Fish: purple

Trees: green

This activity gives pupils practice of *Pre A1 Starters* Listening Part 4.

UNIT 3 TRACKLIST



Track 24 Page 32, Mindful time: *Sounds of nature*

Track 25 Page 33, Song: *Move like an animal*

Track 26 Page 34, *What are vertebrates and invertebrates?*

Track 27 Page 36, *How do animals move?*

Track 28 Page 38, *What animal groups are there?*

Track 29 Page 40, *What are wild and domestic animals?*

Track 30 Page 40, *Listen and circle the correct animal.* Listening activity

Track 31 Page 43, *Listen and circle the invertebrates.* Listening activity

Track 32 Page 43, Chant: *Wild, domestic*

Track 33 Page 43, *I am Charles Darwin.* Character

Track 64 Page 89, *Listen and colour.* Listening activity

UNIT 4 LET'S REVIEW PAGE 90

Find the right words answers

1 a It isn't

b It's

c It isn't

d It's

2 a strawberry

b four

c wood (or plastic)

d seeds

This activity gives pupils practice of *Pre A1 Starters* Reading and Writing Part 5.

Look back answers

1 1 are born

2 grow

3 reproduce

4 die

2 green: a, c, d

red: b, e, f

UNIT 4 TRACKLIST



Track 35 Page 45, Song: *I'm alive*

Track 36 Page 46, *What do plants need?*

Track 37 Page 48, *What do animals need?*

Track 38 Page 50, *How do we change?*

Track 39 Page 52, *What are non-living things?*

Track 40 Page 55, *Listen and draw a living and non-living thing.* Listening activity

Track 41 Page 55, Chant: *Is it living?*

Track 42 Page 55, *I am Carl Linnaeus.* Character

Track 65 Page 91, *Circle the living things green and the non-living things red. Listen and check.* Listening activity

OUR PROJECT 2



Track 43 Page 56, *Help a pet!*